



# California English Language Development Test

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## **Reporting 2001 CELDT Results**

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### **Press Briefing**

**April 17, 2002—Orange County**

**April 19, 2002—Sacramento**

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prepared by the

Standards and Assessment Division  
California Department of Education

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# Key Testing/Reporting/Public Release Dates

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<b>1997</b>	CELDT instituted by Assembly Bill 748 (Escutia)
<b>1999</b>	CELDT expanded and refined by Senate Bill 638 (Alpert)
<b>December 2000</b>	Annual testing window established by State Board of Education (SBE) and State Superintendent of Public Instruction
<b>March 2001</b>	Statewide panel of teacher and practitioners convened to review field test data and recommend proficiency levels
<b>May 2001</b>	Cut scores approved by SBE for five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced
<b>May 14, 2001</b>	CELDT testing window began for initial identification
<b>October 31, 2001</b>	Testing window for CELDT Annual Assessment ended
<b>By end of February 2002</b>	2001 Annual Assessment Score reports received by districts
<b>April 17, 19, 2002</b>	Press Briefing for reporting 2001 CELDT results (April 17—Orange County, April 19—Sacramento)
<b>April 23, 2002</b>	Prototype report and instruction for downloading posted on the Internet  Press Briefing packet for reporting 2001 CELDT results posted on the Internet for media use
<b>April 30, 2002</b>	CELDT results for school, districts, counties, and the state posted on the Internet for public release  State press release of CELDT 2001 results distributed to media, districts, county offices, and posted on the Internet
<b>July 1 – October 31, 2002</b>	Second annual CELDT testing window



# Facts about the 2001 California English Language Development Test (CELDT)

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- The California English Language Development Test (CELDT) was instituted by Assembly Bill 748 Escutia (Chapter 636/1997) and requires districts to administer it to students whose home language is not English. It was later expanded and refined by Senate Bill 638 Alpert (Chapter 678/1999) and is included in Education Code sections 313, 60810, and 60812.
- In December 2000, the State Board of Education (SBE) established July through October 2001 as the CELDT testing window for the first administration of the CELDT annual assessment. All students took the grade-level test for the span (K–2, 3–5, 6–8, 9–12) that reflected their grade placement for the 2001–2002 school year. Districts began initial identification assessments in May.
- The purpose of the CELDT is to identify new students who are English Learners in kindergarten through grade 12, to determine their level of English proficiency, and to annually assess their progress toward acquiring English proficiency in listening, speaking, reading, and writing.
- State law requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with state English language development standards adopted by SBE in July 1999.
- Districts are required to administer CELDT initial identification assessments to all students, whose home language is not English and for whom there is no record of English language development assessment results, within 30 calendar days after they first enroll in a California public school. Districts also are required to administer the CELDT annually to identified English Learners until they are proficient in English.
- The CELDT covers three skill areas: listening/speaking, reading, and writing. Students in kindergarten and grade 1 only are assessed in listening/speaking. Students in grades 2 through 12 are assessed in all three skill areas.
- In May 2001, the SBE approved cut scores for five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. CELDT results show the proficiency level students achieved in each skill area and the overall proficiency level.



- Districts must inform parents of test results within 30 calendar days of receiving this data from the testing publisher.
- The Internet posting will include three types of reports (all assessments, annual assessments, initial identification assessments) at four levels (state, county, district, school). The data will include student counts by overall proficiency level by grade, as well as the mean scale score for each of the skill areas by grade.
- Summary results will be reported for all students and for a number of reporting categories, including: gender, special education status, enrollment in specified programs, and primary languages.
- Additional information about the CELDT is posted on the California Department of Education website at <http://www.cde.ca.gov/statetests/celdt> (Internet).



# Reporting 2001 CELDT Results

## Questions and Answers for the Media

### **What is the California English Language Development Test (CELDT)?**

State law (Education Code sections 313.60810, and 60812) requires the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

### **What is the purpose of the CELDT?**

The purpose of this test is to:

- identify new students who are English Learners, in kindergarten through grade 12
- monitor their progress in learning English
- help decide when they are proficient in English

### **Who is an English Learner?**

An English Learner is a student with a home language other than English, who is not yet proficient in English.

### **Who must take the CELDT?**

All students whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are an English Learner. The CELDT also must be given once each year to English Learners until they become proficient in English.

### **Do English Learners with disabilities take the CELDT?**

Yes. All English Learners must take the CELDT. Students with disabilities may use accommodations as specified in the IEP or 504 plans.

### **Who decided what the CELDT should cover?**

Content review committees were convened to review proposed test items. These were composed of educators from a variety of school districts including teachers from every grade span, resource teachers, and site and central office administrators. Bias and sensitivity review panels were also convened that were composed of parents, community members, and educators representing a variety of language and cultural backgrounds.

### **What does the CELDT cover?**

The CELDT covers listening/speaking skills for students in kindergarten and grade 1. The test for students in grades 2 through 12 covers three skill areas: listening/speaking,

reading, and writing skills. The CELDT at all grade levels is based on English Language Development standards adopted by the State Board of Education (SBE).

### **What types of skills are assessed in the three areas of CELDT?**

The following skills are assessed within the three areas:

#### **Listening/Speaking**

Follow oral directions  
Phonemic awareness  
Oral vocabulary  
Phonemic control  
Story retelling

#### **Reading**

Word analysis  
Reading vocabulary  
Synonyms  
Antonyms  
Fluency  
Reading comprehension  
Literary analysis  
Structures

#### **Writing**

Grammar mechanics and structured items  
Writing sentences  
Writing a story/essay

### **Who gives the CELDT?**

Only trained examiners who are proficient in English give the test. The listening/speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

### **How long does it take for students to complete the CELDT?**

The CELDT is an untimed test, but the listening and speaking parts of the test are administered individually and take about 20 minutes for each student to complete. The reading and writing parts are administered as a group and take about 90 minutes to complete.



# Reporting 2001 CELDT Results

## Questions and Answers for the Media

### **How are the CELDT results reported for individual students?**

There are five levels of English proficiency a student can achieve. They are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The report for each student provides a proficiency level for each skill area tested and the student's overall English proficiency level.

### **When will the 2001 CELDT results be released to the public?**

Parents/guardians receive their student's test results from their district office within 30 calendar days after the district receives this data from the publisher. The 2001 CELDT results for schools, districts, counties, and the state are scheduled to be posted on the CELDT website at: <http://www.cde.ca.gov/statetests/celdt/> by 10 a.m. on April 30, 2002. CELDT results for individual students are confidential and are not included in the Internet posting.

### **How can the media representatives get the CELDT results?**

The only direct source for the CELDT results is the Internet report. Files can be downloaded; instructions for downloading are included in this packet and are available in the following formats:

- PC    fixed-length ASCII  
         Comma-delimited  
         Access 2000
- Mac: ASCII

Data disk files will not be available.

### **How were the proficiency levels for each skill area determined?**

Students received a raw score for each skill area assessed (except for kindergarten and grade 1 that only assess listening/speaking). The raw scores were converted into scale scores. The State Board in May 2001 established cut points for the scale scores that identify the proficiency level achieved. The cut points are different for each grade span tested.

### **How is the overall proficiency level determined?**

Students are assigned a proficiency level (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced) for each skill area: listening/speaking, reading, and writing for grades 2 through 12. The overall scale score is derived from weighting the skill area scale scores as follows: 50 percent listening/speaking, 25 percent reading, and 25 percent writing. Students in kindergarten and grade 1 only are assessed in listening/speaking, and there is no weighting.

### **What is a scale score?**

A scale score converts a raw score (i.e., number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another. The chart on page 8 shows the scale scores for identifying a student's English proficiency level.

### **What reports will be on the Internet?**

The Internet posting will include three types of reports (all assessments, annual assessments, and initial identification assessments) at four levels (state, county, district, school). The data will include student counts by overall proficiency level for each grade, as well as the mean scale score for each of the skill areas by grade. Results will be reported for a number of reporting categories such as gender, primary language, and enrollment in specified programs.

### **How are results of the CELDT used?**

Test results for newly enrolled students are used to help identify students as English Learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT given annually are used to see how well English Learners are learning English and if they are ready to be reclassified as fluent English proficient.

### **How do districts identify students as English Learners or as Fluent English Proficient from the CELDT results?**

The law requires districts to use the CELDT as a primary indicator of English proficiency for the initial identification of English Learners. The criteria recommended to guide the initial identification of a student as either Fluent Proficient or as an English Learner is on page 8.

### **Can media representatives see the CELDT questions that were administered?**

At the present time the CELDT is a "secure test" and the publisher has not released items for the public to review.

**For more information regarding the CELDT visit the California Department of Education website at: <http://www.cde.ca.gov/statetests/celdt/>.**



# Reporting 2001 CELDT Results

## Questions and Answers for the Media

### CELDT Scale Scores For Overall Proficiency Levels

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Kindergarten</b>	409 and below	410–457	458–505	506–553	554 and above
<b>First Grade</b>	423 and below	424–470	471–516	517–563	564 and above
<b>Second Grade</b>	442 and below	443–482	483–523	524–564	565 and above
<b>Grades 3–5</b>	446 and below	447–487	488–528	529–568	569 and above
<b>Grades 6–8</b>	446 and below	447–487	488–528	529–568	569 and above
<b>Grades 9–12</b>	446 and below	447–487	488–528	529–568	569 and above

### Initial Identification \* Criteria for Determining English Fluency

Probable Fluent English Proficient	Student's Overall Score is Early Advanced or higher <b>and</b> each skill area score <ul style="list-style-type: none"><li>• Listening/Speaking (Kindergarten through Grade 12)</li><li>• Reading (Grades 2 through 12 only)</li><li>• Writing (Grades 2 through 12 only)</li></ul> is Intermediate or higher.
Possible Fluent English Proficient	Student's Overall Score is in the <i>upper end</i> of Intermediate <b>and</b> <ul style="list-style-type: none"><li>• other test scores</li><li>• report card grades</li><li>• input from parents/teachers</li></ul> are taken into consideration.
Probable English Learner	Student's Overall Score is below Early Advanced <b>or</b> Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.

\* This is for the initial assessment only, not the annual assessment.



# Sample Internet Reports for 2001 CELDT



## California English Language Development Test 2001

[Home](#) | [STATE](#) | [County Index](#) | [District Index](#) | [School Index](#) | [Research Files](#)

Welcome to the  
California English Language Development Test (CELDT)  
Results Reporting Site

The purpose of this site is to provide aggregate CELDT results for each school, district, and county, as well as the state. No individual student results or aggregate reports for three or fewer students are presented on the Internet.

Summary reports are available by grade for each of the five overall proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). These reports also are available for subgroups of the population, based on students' gender, special education status, English language acquisition program, and primary language. Use the buttons on the top of this page (i.e., State, County, District, or School) to locate these reports

### CELDT HOME PAGE

<http://www.cde.ca.gov/statetests/celdt/celdt.html>

For more information, contact:  
California Department of Education  
Standards and Assessment  
P.O. Box 944272  
Sacramento, CA 94244-2720  
E-mail: [CELDT@cde.ca.gov](mailto:CELDT@cde.ca.gov)



## California English Language Development Test 2001

[Home](#) [STATE](#) [County Index](#) [District Index](#) [School Index](#) [Research Files](#)

State: STATE

Assessment:

All Assessments

SubGroup:

All Students

All Assessments - All Students

Total Number Scored - 999

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Overall Performance Level</b>													
Overall No. Tested	N=0	N=349	N=100	N=133	N=120	N=92	N=70	N=45	N=53	N=37	N=0	N=0	N=0
Advanced	0	0	5	2	5	4	3	2	1	3	0	0	0
Early Advanced	0	0	32	26	19	25	32	12	18	20	0	0	0
Intermediate	0	7	32	58	56	34	21	12	18	10	0	0	0
Early Intermediate	0	175	17	20	23	10	4	11	9	4	0	0	0
Beginning	0	67	14	27	17	19	10	8	7	0	0	0	0
<b>Skill Area Scores</b>													
Listening and Speaking No. Tested	N=0	N=349	N=100	N=133	N=120	N=92	N=70	N=45	N=53	N=37	N=0	N=0	N=0
Mean Scale Score	0.0	377.5	470.3	503.8	481.1	464.8	492.4	460.0	464.5	511.9	0.0	0.0	0.0
Reading No. Tested	N=0	N=0	N=0	N=133	N=120	N=92	N=70	N=45	N=53	N=37	N=0	N=0	N=0
Mean Scale Score	0.0	0.0	0.0	452.7	490.1	493.8	516.0	504.7	518.2	544.9	0.0	0.0	0.0
Writing No. Tested	N=0	N=0	N=0	N=133	N=120	N=92	N=70	N=45	N=53	N=37	N=0	N=0	N=0
Mean Scale Score	0.0	0.0	0.0	464.6	500.1	499.2	522.1	499.8	508.6	543.4	0.0	0.0	0.0

\* Final Data will be posted sometime in July '02

STATE RESEARCH FILE DOWNLOAD



# Internet Posting of 2001 CELDT Results

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The Internet aggregate reports are anticipated to:

- be accessible through the CELDT website at <http://www.cde.ca.gov/statetests/celdt/> (Internet).
- allow searching for results by county, districts, or school name
- display CELDT test results for the initial identification assessment, the annual assessment, and for both assessments combined for the state, counties, districts, and schools for all students who took the exam
- report scores for groups of four or more students.
- include aggregate CELDT results for the following populations:
  - All Students
  - Gender–Female Students
  - Gender–Male Students
  - Special Education Students (with an IEP plan)
  - EL in ELD Program
  - EL in Bilingual Program
  - EL in SDAIE
  - Primary Language–Spanish
  - Primary Language–Vietnamese
  - Primary Language–Cantonese
  - Primary Language–Korean
  - Primary Language–Pilipino (Tagalog)
  - Primary Language–Hmong
  - Primary Language–Mandarin (Putonghua)
  - Primary Language–Armenian
  - Primary Language–Khmer (Cambodian)
  - Primary Language–Russian
  - Primary Language–Other
  - Primary Language–Not Specified
- include by grade:
  - the number of students achieving each of the five overall proficiency levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)
  - the mean (average) scale scores for each skill area tested (listening/speaking, reading, and writing)

Downloadable research files will be available for PC or Mac computers in the following formats:

- PC: fixed-length ASCII  
comma-delimited  
Access 2000
- Mac: ASCII



# 2001 CELDT Results

## Selected Definitions for Aggregate Reports

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### **English Learner (EL) students (formerly known as Limited-English-Proficient or LEP)**

EL students are those students for whom there is a report of a primary language other than English on the state-approved *Home Language Survey* **and** who, on the basis of the CELDT, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)

### **Fluent-English-Proficient (FEP)**

Students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from Limited-English-Proficient (LEP) or English learner (EL) to FEP). (R30-LC)

### **EL in Bilingual**

A setting in which EL students receive, at a minimum, two academic subjects through the primary language (L1). L1 instruction is (1) for Kindergarten through grade 6, primary language instruction provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science; or (2) for grades 7 - 12, primary language instruction provided, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum should be equivalent to that provided to FEP and English-only students. These students may also be receiving SDAIE and/or ELD.

### **EL in Specially Designated Academic Instruction in English (SDAIE)**

A setting in which EL students receive, at a minimum, two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses to EL students in English. It should be designed for non-native speakers of English and should focus on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. These students may also be receiving Bilingual and/or ELD.

### **EL in English Language Development (ELD)**

A setting in which EL students receive a specialized program of English language instruction appropriate for the English Learner (EL) student's (formerly *LEP students*) identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. These students may also be receiving Bilingual and/or SDAIE.

### **Special Education Students (with an Individualized Education Plan (IEP))**

Students with disabilities who have an individualized plan describing their educational needs which may include related services, testing accommodations, etc.

### **Primary Language**

A student's primary language is identified by the *Home Language Survey* as the language first learned or most frequently used at home. Primary language is also referred to as L1. (R30-LC)



# Instructions for Downloading the Internet Reports

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Research files for the CELDT are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh), and record formats (fixed length or comma-delimited ASCII). In order to protect student confidentiality, no scores are reported for any group of three or fewer students.

- 1) Check your application software manuals to verify which record format best suits your needs.
- 2) From the CELDT Results Reporting page, click on the icon labeled "Research Files."
- 3) Select the record format that corresponds to your system.
- 4) Download the research file.
- 5) Uncompress the file.

The research files for Windows are packaged in a self-extracting archive, to save on space and download time. Self-extracting archives have an extension of .EXE, and can be run as commands or double-clicked on just like any other application. When a self-extracting archive is run, the files in the archive are automatically extracted into the directory of your choice. You do not need an unzip program (like PKZIP or WinZip) to extract files from these self-extracting archives.

For Macintosh users, zip files are available for the fixed length ASCII format. Mac users wishing to use this file will need decompression software such as Stuffit Expander 6.5 (Stuffit Expander 6.5 is available at no cost from Aladdin Systems at [www.aladdinsys.com/expander/](http://www.aladdinsys.com/expander/)).

- 6) Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
- 7) A description of the format of the fixed length and comma-delimited ASCII CELDT research files follows.



## CELDT Fixed Length File Layout

Start Position	End Position	Field Length	Field Description	Acceptable Values
1	14	14	CDS CODE	Alpha
15	15	1	RECORD TYPE	STATE=4, COUNTY=3, DISTRICT=2, SCHOOL=1
16	18	3	CHARTER NUMBER	Alpha
19	22	4	YEAR	2001
23	24	2	CLASSIFICATION ID	01=ALL STUDENTS
				02=FEMALE
				03=MALE
				04=EL IN ELD
				05=EL IN BILINGUAL
				06=EL IN SDAIE
				07=SPECIAL EDUCATION
				08=PRIMARY - SPANISH
				09=PRIMARY - VIETNAMESE
				10=PRIMARY - CANTONESE
				11=PRIMARY - KOREAN
				12=PRIMARY - PILIPINO (TAGALOG)
				13=PRIMARY - HMONG
				14=PRIMARY - MANDARIN
				15=PRIMARY - ARMENIAN
				16=PRIMARY - KHMER
				17=PRIMARY - RUSSIAN
				18=PRIMARY - OTHER
				19=PRIMARY - NO SPECIFIED
25	26	2	GRADE	(K, 01-12)
27	27	1	OVERALL PROFICIENCY LEVEL	0=ALL PROFICIENCIES
				1=BEGINNING
				2=EARLY INTERMEDIATE
				3=INTERMEDIATE
				4=EARLY ADVANCED
				5=ADVANCED
28	28	1	TEST PURPOSE	1=INITIAL IDENTIFICATION
				2=ANNUAL ASSESSMENT
				3=ALL ASSESSMENTS
29	35	7	N-STUDENT COUNT	Alpha
36	40	5	LISTENING/SPEAKING MEAN SCALE SCORE	Alpha
41	45	5	READING MEAN SCALE SCORE	Alpha
46	50	5	WRITING MEAN SCALE SCORE	Alpha



## CELDT Comma-Delimited File Layout

Field Description	Acceptable Values
CDS CODE	Alpha
RECORD TYPE	STATE=4, COUNTY=3, DISTRICT=2, SCHOOL=1
CHARTER NUMBER	Alpha
YEAR	2001
CLASSIFICATION ID	01=ALL STUDENTS
	02=FEMALE
	03=MALE
	04=EL IN ELD
	05=EL IN BILINGUAL
	06=EL IN SDAIE
	07=SPECIAL EDUCATION
	08=PRIMARY - SPANISH
	09=PRIMARY - VIETNAMESE
	10=PRIMARY - CANTONESE
	11=PRIMARY - KOREAN
	12=PRIMARY - PILIPINO (TAGALOG)
	13=PRIMARY - HMONG
	14=PRIMARY - MANDARIN
	15=PRIMARY - ARMENIAN
	16=PRIMARY - KHMER
	17=PRIMARY - RUSSIAN
	18=PRIMARY - OTHER
	19=PRIMARY - NO SPECIFIED
GRADE	(K, 01-12)
OVERALL PROFICIENCY LEVEL	0=ALL PROFICIENCIES
	1=BEGINNING
	2=EARLY INTERMEDIATE
	3=INTERMEDIATE
	4=EARLY ADVANCED
	5=ADVANCED
TEST PURPOSE	1=INITIAL IDENTIFICATION
	2=ANNUAL ASSESSMENT
	3=ALL ASSESSMENTS
N-STUDENT COUNT	Alpha
LISTENING/SPEAKING MEAN SCALE SCORE	Alpha
READING MEAN SCALE SCORE	Alpha
WRITING MEAN SCALE SCORE	Alpha